

# Transcript of the Testimony of

**Date:** January 10, 2018

**Case:** COMMUNITY MEETING FOR THE PROPOSED CO-  
LOCATION OF RUDOLPH ELEMENTARY LEARNING CENTER  
AND HOPE INSTITUTE LEARNING ACADEMY

**TOOMEY REPORTING**

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**January 10, 2018**

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COMMUNITY MEETING PRESENTATION

WEDNESDAY, JANUARY 10, 2018  
COMMENCING AT 6:10 P.M.

HELD AT HOPE INSTITUTE LEARNING ACADEMY METROPOLITAN  
1628 WEST WASHINGTON BOULEVARD  
CHICAGO, ILLINOIS

COMMUNITY MEETING FOR THE PROPOSED CO-LOCATION OF  
RUDOLPH ELEMENTARY LEARNING CENTER AND  
HOPE INSTITUTE LEARNING ACADEMY

The record of proceedings had in the  
meeting of the above-entitled cause, taken before  
ROBBIN M. OCHENKOWSKI, a Certified Shorthand Reporter  
and Notary Public in and for the County of Cook and  
State of Illinois, at 1628 West Washington Boulevard,  
Chicago, Illinois, January 10, 2018, at 6:10 o'clock  
p.m.

PRESENT:

MR. BRIAN METCALF, Facilitator/Chief of Schools

MS. CHERYL NEVINS, Presenter/Office of Demographics  
and Planning

MS. NATASHA PATTERSON, Deputy Chief of Schools

MS. DESIREE SMITH, Sign Language Interpreter

MS. CARLY LONGERGAN, Sign Language Interpreter

MS. JULIA COTTLE, Spanish Interpreter

MR. JUAN MALDONADO, Timekeeper

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MR. MEDCALF: Good evening, Everybody. First I'd like to take this opportunity to welcome everybody for coming to speak with us in regards to both Hope Institute and Rudolph High School Co-location Plan.

This plan was formally proposed on December 1st, 2017, following months of community engagement meetings up to the announcement. My name is Brian Medcalf, and I am the chief of schools for the Chicago Public Schools.

And I also have with me are Cheryl Nevins from the Office of Demographics and Planning and Natasha Patterson, Deputy Chief of Schools for Chicago Public Schools.

We're here today on behalf of our interim CEO Dr. Janice Jackson to share some basic information and hear from you about this specific proposal.

As I mentioned a moment ago, the purpose of this meeting is to allow CEO Jackson and the Board of Education to hear feedback from you about this specific proposal under discussion.

I will start by running through a brief

1 introduction and logistics. Next Chief Nevins will run  
2 through a brief presentation providing information  
3 relating to the proposed action. And after that, we  
4 will allot the remaining time to public comment. The  
5 meeting will end promptly at 8:00 p.m,

6 But before we start I want to recognize a few  
7 people that are in the room.

8 We have Principal Holly Dacres from Rudolph.  
9 Can we give a round of applause?

10 (Applause.)

11 And the principal from Hope, Michael Jakubowski  
12 here as well.

13 (Applause.)

14 In addition, we have representatives from  
15 Central Office that are here, too, that will answer  
16 questions -- or that will be available for 30 minutes  
17 after the conclusion of the community meeting to answer  
18 any questions that you have. So we have Sarah Briggs  
19 from the Office of Diverse Learning and Support.

20 Sarah, raise your hand.

21 (Applause.)

22 We have Lori Gentry, who is part of my team,  
23 Social and Emotional Learning Specialists.

24 (Applause.)

1           And we have a member from Students In Temporary  
2 Living Situations that is at the table.

3           Before we proceed, if you have not signed up  
4 and you would like the opportunity to be able to speak  
5 and have your voice heard, make sure that you sign in  
6 and receive a number because that is the way that we are  
7 keeping track of our speakers.

8           If you did not have the chance to comment or  
9 you do not wish to provide your comments in this  
10 meeting, please e-mail your comments and concerns to  
11 transitions@cps. Again, if you choose not to speak here  
12 in this meeting and you still want your voice to be  
13 heard, you can e-mail your questions or concerns to  
14 transitions, t-r-a-n-s-i-t-i-o-n-s, @cps.edu. You can  
15 also submit written comments at the registration table.

16           The staff members at the registration table  
17 will provide you with written note cards if you have not  
18 received one. So if you would like to receive a written  
19 note card to jot down your questions, there are some at  
20 the registration table.

21           Finally, for additional information, please  
22 reference the transition plan regarding the school  
23 action at cps.edu/transitions. Again, if you have  
24 questions about or you want to review and see the

1 transition plan, it is posted at cps.edu/transitions.

2 In addition, meeting summaries for each  
3 community meeting will be available online at  
4 cps.edu/transitions within five days of the meeting.

5 At this time I'm going to introduce  
6 Cheryl Nevins, who will take us through the proposed  
7 action.

8 MS. NEVINS: Hello, Everyone. Welcome.

9 So as you all know, this process here is part  
10 of a broader legal process, and here are some of  
11 highlights:

12 On October 1st CPS published draft guidelines  
13 for school actions.

14 And on December 1st, CPS announced those  
15 proposed actions and sent notice letters of the actions  
16 with draft transition plans.

17 And now we're here in January 2018 where we  
18 will hold two community meetings, one of which is  
19 tonight, and another one is one week from tonight here  
20 as well, as well as one public hearing on January 29th,  
21 which is at 4:30 p.m. at Central Office.

22 And the earliest that the Board may vote on  
23 this action is at the February board meeting. At that  
24 time, if CPS makes a recommendation through the CEO to



1 the Board after the input from these community meetings  
2 and hearings, the vote -- the Board can vote on the  
3 recommended action.

4 Here's a few slides that relate to the overview  
5 of the proposed school action:

6 Rudolph Learning Center, currently located  
7 across the street, would be located with Hope Learning  
8 Academy at 1628 West Washington.

9 Rudolph would continue to design and implement  
10 their high-quality program for students with significant  
11 disabilities who require a significantly modified  
12 curriculum.

13 Professional development will be centered  
14 around supporting these transitioning students.

15 As well, a climate and culture team will be  
16 developed to plan and promote the school-wide policies  
17 and practices that are already in place and will  
18 continue to support the already welcoming and supportive  
19 school environment that both schools have.

20 If this proposal is approved by the Board, the  
21 administrative teams would begin planning logistics  
22 around schedules, room usage and afterschool activities  
23 this March.

24 We would also be exploring the best drop-off

1 and pick-up locations, exploring North Paulina or West  
2 Maypole.

3 And as well, the students would have access to  
4 100 percent ADA accessible building, potentially  
5 including the following list:

6 Engagement up to this point:

7 In October of 2017, Rudolph's community renewed  
8 their recommendation that Rudolph co-locate with  
9 Hope Learning Academy to support its mission in  
10 fostering a safe and supportive learning environment  
11 using evidence-based strategies for its students and  
12 nurturing the development of the whole child to support  
13 these students.

14 Some of the key facts and figures:

15 Rudolph currently serves Grades pre-K through  
16 fifth grade, current enrollment of 98 students.

17 Rudolph continually enrolls students throughout  
18 the year based on supports written into their IEP's.

19 Rudolph will remain a school with no boundary  
20 as all of its students are assigned to the school based  
21 on the reports written into the IEP's.

22 And with respect to Hope Learning Academy, it  
23 is a contract school with no boundaries, it serves  
24 Grades K to 5.

1           Hope Learning Academy currently serves 355  
2 students.

3           No change will occur to Hope Learning Academy.  
4 They will continue to remain a school with no boundaries  
5 and continue to remain a contract school.

6           MR. MEDCALF: Thank you.

7           Now we're getting ready to enter into the  
8 public comment section.

9           Before we begin, we'll clarify a few rules as  
10 it relates to public comments.

11           So during this time, each member that has  
12 signed up will get two minutes to speak. A member of  
13 our team will give you a one-minute warning mark as well  
14 as when you have 30 seconds remaining and a final when  
15 your time is up.

16           We ask that speakers come to the front, and  
17 while the speakers are speaking, we ask that we give the  
18 speakers respect so that our reporter, who is taking  
19 notes, can hear because these do go public, and we do  
20 post them, and so we want her to be able to catch  
21 everything that is being said.

22           The meeting is scheduled to end promptly at  
23 8:00 p.m. The comment period will last until the  
24 scheduled end time of the meeting.

1           So if we get through all of our presenters that  
2     have signed up for public comments and we're done before  
3     8:00, we will still be here until 8:00, but we will also  
4     have opportunities for other people that have not signed  
5     up that might want to consider or re -- or again to go  
6     to the registration table and have an opportunity to  
7     speak.

8           At this time I would like to call to the podium  
9     Speakers Number 2, 4 and 6.

10          So if you have Number 2, Speaker Number 4 and  
11     Speaker Number 6, before you begin, can you state your  
12     name and your affiliation with either school? Again,  
13     before you begin speaking, can you state your name so  
14     that the reporter can capture your name and your  
15     affiliation with either Hope or Rudolph?

16          Thank you.

17     MS. SMITH: Hello, Everyone.

18     THE AUDIENCE: Hi.

19     MS. SMITH: Thank you.

20          My name is Alexis Smith, and I went to school  
21     at Wilma Rudolph 14 years ago, and I am for the proposal  
22     because I have learned through reading information  
23     online that if when Rudolph can come in this building  
24     the students will be able to have a lunchroom.

1           And when I was a student there, that wasn't the  
2 case for me. I would always sit in the classroom only  
3 with my classmates and eat lunch off of a cart. And I  
4 always thought that that was sad because I had friends  
5 from other classes that I couldn't see, and I wish that  
6 I could have done that. So I want students not to  
7 endure something that I did it.

8           And I also think that it would be a great idea  
9 for students to have an art room because, again, when I  
10 was a student there, Ms. Anna --

11           Raise your hand, please.

12           -- she would come to different classes with the  
13 cart with all of her munchies on it, and I was like that  
14 has to be a lot of work because she had all this school  
15 munchies and everything, and it was so much fun. I'm  
16 pretty sure she's still great.

17           And I was wondering what it would be like to go  
18 to a different room to do art, you know, and interact  
19 within a different setting, and I feel like, if people  
20 have the extra space, it will be a good environment, and  
21 this is something that they would be able to resource  
22 within going to a different school, once they complete  
23 this grade, they'll be able to be exposed to  
24 transitioning from class to class.

1           And I think that I have not --

2           Well, I'm out of time, but thank you.

3           MS. COLE: My name is Rosa Cole, and I am a parent,  
4           and I am also the LSC president at Wilma Rudolph  
5           Learning Center.

6           I am here on be -- in support on behalf of the  
7           LSC, parents and staff members. I am here in the  
8           support of the relocation of Wilma Rudolph Learning  
9           Center to the Spaulding campus.

10          The Rudolph TEAM consisting of students, staff  
11          and community members have been working together with  
12          other facilities in order for -- for Rudolph to be  
13          relocated at the Spaulding campus and co-location with  
14          Hope Learning Academy.

15          The relocation would ensure Rudolph students  
16          having a safe learning environment and to access  
17          immediate facilities as well as access to general  
18          educational peers.

19          There are multiple reasons that this relocation  
20          to Spaulding campus is necessary. Overall, it would  
21          increase access to needed facilities including a  
22          lunchroom, gym, auditorium and locker room with showers  
23          and a therapy pool.

24          It would also decrease unnecessary transitions

1 by allowing for school growth and expansion.

2 This may include increasing preschool options  
3 and/or expanding grade levels.

4 Parents have expressed the need to expand  
5 Rudolph to the eighth grade. This would follow the  
6 vision of Principal Holly Dacres to continue to make  
7 Rudolph a model school not only in the district but at a  
8 safe and national level. In the current Rudolph  
9 building, this expansion would not be possible due to  
10 limited space.

11 The relocation would also allow for interaction  
12 among students with disabilities and general education  
13 students, especially during special events such as  
14 recess, gym, lunch, peer buddy as well as increase in  
15 parents' involvement.

16 This space -- There would be a space for a  
17 parent resource and community room as Rudolph receives  
18 Title 1 funding. Currently there is no dedicated space  
19 for parents or community members to meet privately.

20 Additionally, because space is so limited, it  
21 is difficult to provide privacy for students who require  
22 confidential nursing support as well as designated and  
23 separated confidential space for IEP meetings and other  
24 consultation services.

1           In our current building, these services for  
2 students and parents all take place in the same room. A  
3 relocation to the Spaulding campus would also have a  
4 positive impact on student academic, independent and  
5 functioning skills.

6           In a fully rehabbed building, the school would  
7 be able to increase the use of technology, furthering  
8 students communication and increasing intense  
9 intervention and support outside of the classroom.

10           As well as a large positive financial impact,  
11 there is also a significant safety component. The  
12 current building --

13           Oh, my God.

14           THE TIMEKEEPER: Wrap it up.

15           MS. COLE: I forgot about you, Guy.

16           As well as a large financial impact, there is  
17 also a significant safety component to the current  
18 building in need, a new roof, other costs and repairs.  
19 There's also been an issue with windows, air  
20 conditioning and heating leaks.

21           During the spring break of 2017, there was a  
22 fire in the building. No students and staff were  
23 injured, but there still was concern a fire was caused  
24 by the faculty Univents, which are the primary systems



1 to heat and cool the classrooms.

2 The majority of our students require  
3 temperatures to be at a certain degree to decrease the  
4 likelihood of seizures. Since the beginning of the  
5 school year, all rooms have required multiple repairs to  
6 the Univents.

7 By sharing a sight, we would decrease the  
8 amount of repairs, costs and ensure there is a safe  
9 environment where all students can learn, grow and be  
10 independent across the street. Engineering, custodial  
11 and nutritious facts could be consolidated, saving the  
12 district money.

13 There have been multiple investors interested  
14 in the property building and the parking lot to rent  
15 throughout the year as a -- to a valet company. There  
16 are additional streams of potential revenue for the  
17 district to utilize accordingly.

18 Thank you very much.

19 MS. GALATI: Good evening. I'm Dana Galati. I'm  
20 the assistant principal at Wilma Rudolph.

21 And this was not planned this way, but I think  
22 it is very fitting that I went after a former student  
23 and a current parent because that is what I live for  
24 every day and Holly and I live for every day, our

1 students and our parents.

2 And that's why we're here tonight; is to  
3 support them and their students.

4 With the most significant disabilities, I  
5 wholeheartedly believe that this proposed co-location is  
6 not only needed but it is essential for building our  
7 students' independence.

8 Our vision is to create a learning environment  
9 that ensures our students with the most significant  
10 disabilities and the families receive access to the same  
11 educational experiences that their typically developing  
12 peers receive.

13 In order to fully engineer this type of  
14 environment, we need more strategically designed space  
15 and opportunities for collaboration with the students  
16 and staff faculty.

17 This space will allow for a richer and  
18 educationally appropriate setting for our students that  
19 would further enhance our educational experiences.

20 Together with Hope, we would continue our  
21 collaboration with reading buddies and socioemotional  
22 learning time that we've already established together.  
23 It will allow for a richer and educational appropriate  
24 setting for our students that would allow us to

1 differentiate our services and supports to meet the  
2 unique needs of our student population.

3 This move would be just a starting point for us  
4 to provide our students and families with what they  
5 deserve; that typical educational experience that we  
6 cannot stress enough. This move will bring us to the  
7 start of that.

8 Thank you for considering our proposal to  
9 better the lives of our students and our families from  
10 all over the city.

11 MR. MEDCALF: Can we have Speaker Number 1, 6 and  
12 10, Speaker Number 1, 8 and 10? Sorry. 1, 8 and 10.

13 Please make sure that you state your name and  
14 your affiliation with either school.

15 Speaker 1 is first, followed by Speakers 8 and  
16 10.

17 MS. METCALF: Good evening. My name is  
18 Pamela Metcalf, and I'm the parent of Walter Metcalf.  
19 He's seven years old, and he's in the second grade.

20 THE REPORTER: I'm sorry. I am having a hard time  
21 hearing you.

22 MS. METCALF: I apologize.

23 I said I'm Pamela Metcalf, and I'm a parent of  
24 Walter Metcalf. He's seven years old. He's in second

1 grade, and he attends Hope, and he's been here since the  
2 school year of 2014-2015.

3 He is on the spectrum. He's on the spectrum.  
4 When he first came here, he had difficulties in class.  
5 He would run out of the classroom, just a difficult time  
6 getting acclimated to the school.

7 I've worked with him. The school has been  
8 great. They have worked with him. And my concern about  
9 this project is, I want this school to go to the eighth  
10 grade because it would help my child and others like my  
11 child to have a place they feel like home.

12 If another school comes here, later on the  
13 Board might say there's not enough room to move to the  
14 eighth grade. So that's the biggest concern that I  
15 have.

16 I want my child to be here to the eighth grade  
17 because he feels comfortable, and if anyone knows about  
18 being on the spectrum, they need to feel comfortable,  
19 they need to feel at home, and if you change them to a  
20 different school, chances are you're going to regret it,  
21 chances are they're going to act out, and I don't want  
22 that for my son.

23 As I stated earlier, he loves his school, he  
24 feels at home. He comes home and tells me about the

1 teachers, he tells me about the principal or the  
2 principal and the assistant principal, and I love that.  
3 And I feel at home when I come here. So it's very  
4 imperative, and I can't say that enough, that this stays  
5 his home. And that means he goes to the fifth grade,  
6 the sixth grade, the seventh grade, and the eighth  
7 grade.

8 So I don't want to cry up here because I'm a  
9 big cry baby, but I just want him to feel at home, and  
10 that's my biggest concern.

11 MS. McCAUSLAND: My name is Marit McCaushand, and  
12 I'm a one of the physical therapists at Rudolph, at  
13 Wilma Rudolph.

14 Being a citywide employee, I've had the  
15 opportunity to work in a great variety of schools. I  
16 actually used to be a physical therapist here at Hope,  
17 which I greatly enjoyed, and it allowed me to meet your  
18 staff and some of your great children.

19 I would like to talk to you about this great  
20 opportunity of Hope and Rudolph sharing one building.

21 The benefits for our students are easy to see.  
22 Hope is a fully accessible building that provides our  
23 students access to a great variety of spaces, large  
24 classrooms, library, physical education space as well as

1 things that physical therapists look at; wide hallways,  
2 stairs for those students that are able to transition on  
3 stairs equal to their peers, but also to have access to  
4 elevators and the ramps for those students that are  
5 learning to walk or they are relying on a wheelchair.

6 This building will give our children access to  
7 a school building that provides real life opportunities  
8 and places for learning. And don't we all want to have  
9 access to the best educational environment for all our  
10 kids?

11 Other benefits that might not be as easy to see  
12 is the opportunity that arises for all students when the  
13 kids are together in one building. Even though it will  
14 be a setting of two separate schools under one roof that  
15 will function independently from each other in regards  
16 to meeting the educational needs for the kids, you  
17 cannot help but to run into each other in and around the  
18 school.

19 I have seen firsthand how mingling of children  
20 and the staff provides opportunities for learning that  
21 extend way beyond the classroom.

22 We live in a world where we are all present and  
23 we are around people that might have different needs  
24 than ourselves, but in the end, we are all just people

1 who want the same thing, the best in life.

2           Being around students that have different  
3 needs, and the needs of our students can be challenging,  
4 will provide an environment for acceptance, caring,  
5 empowerment and possibly service.

6           I am not only a therapist for  
7 Chicago Public Schools but also have my own child attend  
8 a CPS school. He is attending one of the selective  
9 enrollment high schools, and they have a large program  
10 that addresses the needs of students with different  
11 needs equal to our Rudolph children. He has not only  
12 grown as a student academically but has been provided  
13 with opportunities to grow as a person, the opportunity  
14 to be around students that might use a wheelchair, may  
15 not be able to communicate, may need assistance eating  
16 or may be easily distracted around people and sounds.  
17 Students that might look different than you or express  
18 themselves differently has taught him they are still his  
19 peers, that they are children like himself with their  
20 own hopes and dreams. It has broken down barriers and  
21 given all students access to each other and learned from  
22 each other.

23           This opportunity of bringing two schools under  
24 one roof gives both schools opportunities for their

1 students, opportunities of growth and learning.

2 Thank you.

3 MS. FRANCO: Hi, my name is Carmen Franco. I  
4 have -- My son is a student at Wilma Rudolph. He is  
5 nine years old. He is in fourth grade.

6 I'm here like the other parents. We just want  
7 a better environment for our children. You know, it's a  
8 benefit for our children, your children here at Hope.

9 I have nieces and nephews that are not on the  
10 spectrum, my son is on the spectrum as well, along with  
11 other disabilities, epilepsy and some overall goals with  
12 developmental delays, and I've seen a great growth in  
13 him ever since he started attending Rudolph. I'm  
14 grateful for the staff.

15 And if we just have the space and opportunity  
16 to give them more, I think that would be great. I think  
17 we should all consider that as parents, teachers, I mean  
18 everybody in general.

19 It's just I just see a bunch of pros in this  
20 transition for the children, like I said, in Hope and  
21 the children from Rudolph, I mean, pretty much the same  
22 wants and needs that all the other parents have  
23 expressed, children -- you know, for our children to be  
24 able to eat at a lunchroom, not in the classroom, have



1 access to a bigger library, to know the difference, you  
2 know, like every other child does in their school.

3 I mean, I don't really -- I didn't prepare  
4 anything, I wasn't sure if I was going to speak today,  
5 but I just felt it was important for my son, who does  
6 not have a voice, for me to come up here and speak for  
7 him.

8 Thank you.

9 MR. MEDCALF: Now we will have Speakers Number 12  
10 and 14, Speaker Number 12 and 14.

11 Again, please make sure that you state your  
12 name and your affiliation with either Hope or Rudolph.

13 Speakers 12 and 14.

14 MS. CLAY: Good afternoon, Ladies and gentlemen. My  
15 name is Charlene Clay. I am a special education teacher  
16 at Wilma Rudolph Learning Center. I've been a special  
17 education teacher at Wilma Rudolph Learning Center for  
18 27 years.

19 Wilma Rudolph was originally an annex, was only  
20 meant to be there -- it was there -- it's been there for  
21 30 years now. I've been in that building for 27.

22 I am dedicated. It is my life. Teaching --  
23 I'm special education. Teaching is my life. These  
24 children are my life.

1 I get up every morning to come to Wilma Rudolph  
2 to focus on teaching and what's the best -- what those  
3 children need and what -- what -- how can I meet their  
4 needs.

5 Our school is in dire need of repairs. I have  
6 seen it go from bad to worse. I've seen our students in  
7 classrooms eating in the classrooms. I've seen when  
8 we're having assemblies how we are packed into a gym  
9 room where we use it also as the gym room, as the  
10 assembly room, it is our everything room that we go to.

11 We would like to see that our children are  
12 treated as normal children as well. I think it would  
13 benefit us to come over to Hope. I think it would  
14 benefit for Hope and us because, if people with special  
15 needs are supposed to interact with regular peers, our  
16 children never get the opportunity to do that.

17 So with that being said, coming to Hope would  
18 benefit both schools. We need to relocate. Our school  
19 is basically falling to pieces if I can speak in those  
20 terms.

21 We have our -- Like I said, there was a fire  
22 that, you know, like we burned our school, and thank God  
23 there were no children in that building, and thank God  
24 there were no staff in that building.

1           Our school is too small. We would like to  
2 expand to the fifth -- Also, we would like to expand to  
3 the eighth grade.

4           We would like our children -- We have problems  
5 with children going into other schools and having  
6 problems in there, wanting to come back to our school.  
7 So with expansion in coming over here to Hope, we would  
8 be able to expand to the eighth grade and maybe bring  
9 some of those children back. So it would be a great --  
10 great blessing to be able to come over here and co-exist  
11 with Hope School.

12           Thank you so much.

13           MS. DEL PILAR: I want to speak like in Spanish  
14 because my English is not very well.

15           I feel so very nervous. My name is  
16 Maria Del Pilar.

17           MS. DEL PILAR: (through the Spanish Interpreter):  
18 My name is Maria Del Pilar. I have a son who is eight  
19 years old who's at Rudolph, and I was going to express  
20 some of the same things as the other parents with regard  
21 to space.

22           And it would be really nice for Hope to provide  
23 an opportunity to the students at Rudolph because we see  
24 that this school is very big.

1           The special needs kids at Rudolph could really  
2 benefit for the types of activities that they do,  
3 including physical, occupational and speech therapy. We  
4 don't have an auditorium.

5           We really appreciate the support, if you could  
6 provide us the support and welcome us to come here.

7           Thank you.

8           MR. MEDCALF: Now we will have Speaker Number 16, 18  
9 and 20.

10           So if you have Numbers 16, 18 and 20, please  
11 approach the podium in that order, 16, 18, 20. Please  
12 remember to state your name and your affiliation with  
13 either Hope or Rudolph.

14           MS. JONES: My name is Michelle Page Jones. I am a  
15 parent of a 24-year-old who went to Rudolph when he  
16 was --

17           THE REPORTER: I'm sorry. I'm having a hard time  
18 hearing you. Maybe if you could face me.

19           MS. JONES: I have a 24-year-old son who also went  
20 to Rudolph. He does not have any physical disabilities  
21 or anything, but I wanted him to get that experience,  
22 which made him a better adult.

23           I also am for the proposal to have Rudolph to  
24 come over to Hope. I have a niece that went to Hope,

1 and I welcome it.

2 I've lived at Hermitage Manor for all of my  
3 life, which is 51 years, and I think it would be a  
4 welcome addition, and that's it.

5 Thank you.

6 MS. SOLID: Hello. My name is Esdella Johnson  
7 Solid. I actually have a child that goes to both  
8 schools.

9 So I'm in a very unique situation where I'm  
10 hearing about the benefits -- I hear about the benefits  
11 of Wilma Rudolph, and I'm all for it, and I'm all for  
12 the expansion, but I'm also for the expansion of Hope.

13 I had a daughter who we took out of Hope last  
14 year, had a very difficult time, and we brought her  
15 back.

16 So my concern is that we're saying we want to  
17 bring the kids here and we want the kids to grow. So I  
18 want both schools to grow. I don't want to just get the  
19 benefits from Rudolph and I don't hear any benefits for  
20 Hope.

21 So when you guys in your Board meeting, for a  
22 parent, for me, what is the benefit that my child who  
23 comes to Hope, what is she getting out of it, and for my  
24 child who goes to Rudolph, are we going to get every bit

1 of under those circumstances that what Rudolph have with  
2 Hope?

3 Now, the afterschool program, there's no  
4 afterschool programs for kids like David who goes to  
5 Rudolph. For kids like Aaron, is she going to be able  
6 to interact with her brother because he's here?

7 So I want you guys to kind of see how it's  
8 going to happen because we do have parents like me who  
9 have kids in both schools, and if I'm dropping off one,  
10 am I going to get a bus ride to drop her to come here.  
11 So think about those things.

12 You talk about expansion. Don't just expand  
13 Hope unless you expand everyone else then because both  
14 of the kids deserve the services.

15 Thank you.

16 MR. JAKUBOWSKI: Good evening. My name is  
17 Mike Jakubowski. I'm the principal of the  
18 Hope Institute Learning Academy. I've been the  
19 principal here for the past 40 years. Welcome both Hope  
20 families and Rudolph families.

21 The mission of Hope is to create a learning  
22 environment that supports all students to achieve  
23 optimally, regardless of socioeconomic background, the  
24 learning style or disability. Twenty-two percent of our

1 students are diverse learners. For a general education  
2 school, this is one of the percentages that I personally  
3 know of within the district within the Chicago Public  
4 Schools.

5 Our citywide enrollment model and sibling  
6 policy allows diverse learners and their siblings to  
7 attend the same school, which, in turn, attracts many  
8 families to our school. Our current enrollment is  
9 351 students kindergarten through fifth grade. That  
10 number would be mixed much larger if you're allowed to  
11 expand to a sixth, seventh and eighth grade.

12 Our students are advocates for inclusion and  
13 students who embrace differences. At Hope we develop  
14 civic leaders who contribute to the society in a  
15 meaningful way.

16 Test scores are what not -- are not what is  
17 most important, and that's sometimes how most schools  
18 are measured. We measure success in different ways. We  
19 think that's a factor that has to be addressed for Hope  
20 students in future years.

21 We are now in our ninth year as an educational  
22 institution. Hope does understand the community's  
23 needs, the parents' needs and Rudolph's needs for a new  
24 facility to maximize your children's potential.

1           We do have questions that arise within our  
2           current facility if this co-share were to happen:

3           The lack of parking available for Hope and  
4           Rudolph staff.

5           Safety and security during arrival and dropoff  
6           on Washington Avenue, Maypole and Paulina.

7           If you look up, in terms of our current  
8           facilities, lights out, paint peeling off ceilings.

9           Those are current needs that we have as Hope.  
10          So I don't want to co-share a facility if our current  
11          needs aren't going to be addressed as a current  
12          situation. Kids don't deserve to walk in a place with  
13          the lights off whether the Hope or Rudolph students. So  
14          those needs, there needs to be a deep dive in the  
15          current needs of the current building of what we're  
16          actually utilizing before you look at expanding, and  
17          those needs to be met and mixed.

18          Though there's a lack of an inclusive  
19          playground for both Hope and Rudolph students, there  
20          needs to be in an inclusive playground. I do think the  
21          district has a great opportunity to put an inclusive  
22          playground in this area for not only our students but  
23          community students as well.

24          There's a lack of a full-sized gymnasium as



1 well for physical education.

2 Lastly, Hope families and students are  
3 discouraged when they have to step away from school  
4 after fifth grade and walk across the stage and find a  
5 new school, some of the parents have addressed.

6 Our current stress and major request if the  
7 co-location is approved is an area of a section of the  
8 building remains left open for the potential addition  
9 for Hope's fifth, sixth, seventh and eighth grades for  
10 the future years. I'm sure, as Holly will state as  
11 well, we're all here and want what's best for your  
12 children, not just Hope and Rudolph, throughout the City  
13 of Chicago.

14 No matter what happens, I will continue to do  
15 that and provide great programs for both Hope and  
16 Rudolph students.

17 Thank you.

18 MR. MEDCALF: Speaker Number 22 and 24, 22 followed  
19 by Speaker Number 24.

20 MS. PETERS: Hello, Everyone. I wish I was here to  
21 hear what everyone had to say so, if I'm being  
22 repetitive, I apologize.

23 As you could see, this is London. We go to  
24 Rudolph.

1           And for it being an amazing facility that it  
2           is, it can be that much better. I'm not sure what the  
3           specs are for Hope and what it would take for us to get  
4           over here, but I believe both schools could benefit.

5           My daughter, I have two daughters, she has a  
6           big sister, and she loves to be included in what her big  
7           sister does, and her big sister is considered the normal  
8           kid, okay? Let's just say that.

9           I don't think our kids have disabilities. I  
10          think they are just differently able, and if there is a  
11          place where they can learn and grow even more than what  
12          we have over in our small space at Rudolph, I think that  
13          would be a blessing to both sides.

14          It is nice for other children to learn that  
15          there are people that are different than them and that  
16          they can do things that they might not be able to do but  
17          they can help them learn how to do those things.

18          My daughter has come such a long way, and I  
19          probably would not have been where we are without the  
20          compassion that all the teachers have at Rudolph. And I  
21          believe and I'm sure the teachers at Hope have just the  
22          same compassion.

23          Like the principal said, there are about 22  
24          percent of kids at Hope that are diverse learners just

1 like our children. So I'm hoping that everyone can see  
2 how beneficial this could be, especially due to this  
3 phase, and if we do come together, how much more a  
4 collective group of people can make things happen.

5 He said that, you know, lights need to be fixed  
6 and a playground could be done. I think so many parents  
7 and community members would be willing to do fund  
8 raisers or whatever it took to get our kids to be  
9 collaborative in one space.

10 So thank you.

11 MS. DACRES: Ready?

12 THE TIMEKEEPER: Ready.

13 MS. DACRES: Good evening, Everyone.

14 I just want to say thank you seriously from the  
15 bottom of my heart for taking the time to step away from  
16 your families, even your children at this point to be  
17 out here because this is so important to us.

18 I stand in front of you tonight not only as a  
19 person who works for CPS, a life-long learner and  
20 educator, but also a parent. However, most importantly,  
21 I stand in front of you tonight as a proud principal of  
22 Wilma Rudolph.

23 That being said, to take you on a little  
24 journey, I became principal of Wilma Rudolph about two

1 years ago. I walked into the building and -- first of  
2 all, let me say, I drove past it because I wasn't quite  
3 sure where it was, and I said, this is my building, this  
4 is our school, what do we do next when you came on  
5 board.

6 I had some difficult questions; what are your  
7 -- what do you believe, what's your philosophy, what can  
8 you do for us?

9 And I remember saying, well, I can promise you,  
10 I will always do what is best for your children, I can  
11 promise you I will work my butt off to make sure you  
12 need -- you have what you need and that the kids do,  
13 too, and I promise that I'll always listen to you.

14 And from listening, whether we agree or  
15 disagree, at the end of the day, what I heard is we need  
16 new space. So we started this journey because we're  
17 better than an act. We're Wilma Rudolph.

18 And if you don't know who Wilma Rudolph is, you  
19 should. She overcame so many obstacles in her life from  
20 scarlet fever to polio to braces on her legs to go on  
21 and be one of the first African-Americans to win three  
22 gold metals in Italy.

23 So that being said, the power of greatness lies  
24 in each of us, and our students deserve the opportunity

1 to be great, and being great means they need to have new  
2 space. And that new space is here.

3 And we are good people, we are fantastic  
4 families, amazing students who just need to have the  
5 right space to become as independent as they possibly  
6 can and deserve.

7 So we promise to be great roommates, we promise  
8 to listen to you, and we promise to help you find what  
9 you need so that all of our children, as Principal J.  
10 and I can agree. As principals we've taken that oath to  
11 be in charge of all of the students in the City of  
12 Chicago so you never no who will come through your door.  
13 But this is what we need, this is what we want and this  
14 is what's best for kids at the end of the day.

15 Thank you.

16 MR. MEDCALF: All right. That concludes this  
17 comment section for this evening.

18 Again, we will be here until 8:00 p.m. If  
19 there any additional people that would like to speak, we  
20 are here until 8:00, you can go to the resource table  
21 and sign up, and they will give you a number and give  
22 you the opportunity to speak.

23 Likewise, if you spoke before and you didn't  
24 have enough time because of this gentleman, you can go

1 back, and you can sign up again.

2 We will take the new speakers first, and then  
3 we will go back to anyone that has already spoken and  
4 have them come up.

5 So, again, if you would like to speak and you  
6 have not had the opportunity to speak, you can sign up  
7 at the resource table now. And if you've spoken already  
8 and want to speak again, you can sign up again at the  
9 resource table, but we're here until 8:00.

10 All right. Thank you. We had a few more  
11 people to sign up to speak so if you could take your  
12 seats.

13 Again, Holly, make sure -- Principal Dacres?  
14 Holly? Holly?

15 Holly, we're ready to start. I'm still your  
16 boss tonight.

17 We have about five or six more speakers that  
18 wanted to speak.

19 But before we resume, we have the chief officer  
20 of ODLSS has come in to be a part of this. We have  
21 Dr. Elizabeth Keenan. If you can raise your hand,  
22 Doctor, Liz.

23 Is my mic not on?

24 Dr. Keenan, can you raise your hand?

1 DR. KEENAN: (Indicating.)

2 MR. MEDCALF: So we're going to resume now. I'll  
3 call the numbers out shortly.

4 So we'll have Numbers 22, 28 and 30, in that  
5 order, 26, 28 and 30.

6 AUDIENCE SPEAKER: 22 I thought you said.

7 MR. MEDCALF: I'm sorry. Thank you. Sorry.

8 26, 28 and 30.

9 MS. BRANDT: Hi. My name is Amy Brandt. I have a  
10 kindergartener and a third grader here at Hope.

11 I do want to say welcome. I feel like this has  
12 come off a little bit like we might be antagonistic or  
13 anti-diverse learners, and that's ridiculous.

14 We love diverse learners. I have a son who  
15 also has an IEP. A lot of our kids do. I'm nervous. I  
16 don't like to talk in front of people.

17 I think for us this idea is new. It seems like  
18 you guys totally recognize, legitimately, you need new  
19 space. We understand that. We hear that. It sounds  
20 like your building is falling apart. That's awful. We  
21 don't want that for kids either.

22 I think it would be really helpful in future  
23 meetings, we need to hear a plan, like an actual plan  
24 how is this going to work.

1           Our cafeteria, I work in the cafeteria once a  
2 week, it's crazy, it's really busy, it's full. You  
3 couldn't fit two schools worth of kids in there at the  
4 same time. That won't work. So that plan will have to  
5 be adjusted.

6           We don't currently have a functional pool so,  
7 if you want a therapy pool, there probably would need to  
8 be some money for that, and we don't money for that.

9           So things like that, it sounds great, that  
10 sounds like we -- I think our parents need to hear the  
11 plan and also how this benefits us because I hear how it  
12 benefits your kids, and I think your kids deserve it, and  
13 I'm not saying -- none of us are saying your kids don't  
14 deserve that -- kids -- that's great, but we also need  
15 to hear how it's going to benefit our kids, too, because  
16 this is going to be -- there's going to be growing  
17 pains, there's going to be stretching, and it's  
18 difficult -- when you do something like this, there's  
19 difficulties so we need to now how this is beneficial to  
20 the families who have been here for a long time, too.

21           And how -- what -- I hear what you're saying,  
22 you want an eighth grade, too, but we are desperate to  
23 be able to have our kids be able to stay here. My son  
24 will be a hot mess if he has to go to a different eighth



1 grade.

2           So if there's a way that we can grow and do  
3 that together, that's awesome, let's figure out how to  
4 do that, but I think for the Hope parents, we really  
5 need to hear how this is good for all of us and not just  
6 our neighbors, which we want to be about our neighbors,  
7 too, but just we need to do this together.

8           Thank you.

9           MS. GUILLORY: Hi. My name is Margaret Guillory. I  
10 have twin daughters, nine-year-olds, Sophia and Delilah,  
11 both of whom are in the autism spectrum and are  
12 attending Hope Learning Academy.

13           And this school has been just the most amazing  
14 environment for us, and we want to share that  
15 environment with you.

16           So in terms of pro-con, I'm pro, I'm for it,  
17 but my comments are actually directed at CPS.

18           CPS, I love that you came here with the  
19 information, but you -- it's all the same information we  
20 already had in the letter, and it doesn't tell us  
21 anything more. We don't get any sense of have you  
22 thought about how we could expand again.

23           We have actually put forth an application for  
24 expansion, and we had it pushed back and pushed back and

1 pushed back by CPS until it was like, oh, well, look at  
2 that, we're not going to do it, oh, by the way, we're  
3 co-locating.

4 Now, I don't think that there's anything  
5 conspiratorial about that, but CPS has not really  
6 treated Hope as an entity in this discussion. When we  
7 got a letter, it was a wonderful letter about what  
8 Wilma Rudolph needs. Great. Welcome. Please come in.

9 But it was not, hey, look at these two schools  
10 and how much they can be together and grow together and  
11 collaborate and be a part of each other. It was, you  
12 guys move over, we've got more important people coming  
13 in.

14 We don't want that, and I don't think you guys  
15 do either. I think we want to be collaborative, but I  
16 want to see CPS treat Hope and Wilma Rudolph as two  
17 amazing schools that have a great deal to offer their  
18 children together, and I want you to look at the school,  
19 the physical building, and tell us what you're going to  
20 do to make it happen because we can't do it alone,  
21 Rudolph can't do it alone and together even. We have to  
22 deal with a lot of issues.

23 Wilma Rudolph is a CPS school. We pay to be  
24 here because we're not -- we are CPS, but we're contract

1 so we pay to be here. How is that going to look? What  
2 are we putting -- You know, how are we going to make  
3 this work so that two great schools can grow, not just  
4 grow for where they are right now with their kids and  
5 their space, but grow beyond, both schools, together.

6 So I am pro, please come in, we welcome you.

7 CPS please give us a better plan.

8 MS. KEE: Thank you.

9 My name is Lisa Kee, and I am Ala Kee's mom.  
10 He is a student at Wilma Rudolph. He has been since his  
11 very first day of school in preschool.

12 And I decided to speak today, I wanted to tell  
13 you guys about my experience, and, hopefully, that will  
14 be something that would be encouraging to the move and  
15 impetus to maybe to help us get it started.

16 But now, listening to people from the Hope  
17 Institute, I want to say to you guys, thank you, first  
18 of all, for welcoming us. I can only imagine what it  
19 was like to get the letter saying that this is what's  
20 going to happen with you guys, no thought or -- no  
21 thought or any words to the displacement of your  
22 students or how is this going to affect you guys.

23 The only thing that I can offer you guys as a  
24 parent of a Wilma Rudolph student is the opportunity to

1 collaborate. We are stronger together as a force. We  
2 are a lot stronger in the face of CPS. CPS is really,  
3 really big, but as parents, as parents of children with  
4 special needs, as parents of children who have needs  
5 that are not being met, as parents of children who need  
6 to be able to function into society one day, I think  
7 it's better for us to be together collaborative, you  
8 know.

9           There's strength in numbers, and I would  
10 volunteer myself as a parent advocate to kind of, if  
11 need be, be a liaison between parents and Hope and  
12 parents at Wilma Rudolph so that we can all get together  
13 and try to get this done for the benefit of our babies,  
14 of all of our babies.

15           Thank you.

16           MR. MEDCALF: Now we will have Speaker Numbers 32,  
17 34 and 36, Speaker Numbers 32, 34 and 36.

18           MS. BRACKENRIDGE: Thank you.

19           Good evening. Good evening. My name is  
20 Darrell Brackenridge, and I'm a parent of April, a  
21 Rudolph student. My son's name is Keela Brackenridge  
22 and --

23           Yes, you are, you are my son.

24           And I just want to speak on behalf of pro, pros

1 of Wilma Rudolph and us working together.

2 Wilma Rudolph is a small school with children  
3 who are just wonderful, they're absolutely wonderful and  
4 would be a blessing to have in any facility, especially  
5 Hope facility, and I pray that we all can come together  
6 and work together so that these needs can be met as the  
7 other parent has said.

8 And my son has been at Wilma Rudolph ever since  
9 he was in pre-K, ever since we found out about his  
10 disability. And what I can say as a parent of a child  
11 with a disability is, it's extremely difficult to  
12 release your child into the atmosphere of what we call  
13 the world when we're used to our own world, our own  
14 home, we're around, and we take care of them, and we  
15 have to trust individuals to care for them while we're  
16 still out in the world making money or making other  
17 things so that they can survive in this world. And if  
18 it can be done in a collective atmosphere, in a positive  
19 atmosphere, we are for that.

20 And we're not here to bully or to rush. We're  
21 here to speak on behalf of those who cannot speak for  
22 themselves, who cannot advocate for themselves, and we  
23 want to do that on a positive note.

24 I also wanted to recommend something, not to

1 just come in and say this, but to recommend and  
2 volunteer my services as a parent who is -- I'm very  
3 active in my children's lives, and I like to be their  
4 voice, but I like to revise them.

5 So if we need parents to come together to help  
6 in any way, I'm that.

7 Thank you so much, and have a great evening.

8 MS. SPICER: Good evening. Good evening. I'm a  
9 parent for Andrew Lockhard who is a student at  
10 Wilma Rudolph, and I came out to support both schools.

11 I believe they stand on one accord, and I think  
12 this would be, you know, a great experience for Rudolph  
13 to get more room. You know, like they said, kids eat in  
14 classrooms, you know, which is still a blessing.

15 But I -- me as a parent, I believe that, you  
16 know, have more, and I think about coming over here to  
17 Hope, you know, it will be a blessing, and I want each  
18 parent for each side to be on one accord, you know, just  
19 don't look at no other child like I don't think this  
20 would be a perfect school because of one person -- you  
21 know, everybody thinks different.

22 I think this will be a good call so I just wish  
23 everybody the best.

24 Thank you.

1 MR. BRACKENRIDGE: Good evening. My name is  
2 Chris Brackenridge, parent of King Brackenridge, a  
3 student at Wilma Rudolph.

4 I am grateful for the opportunity to speak  
5 tonight.

6 I think that the transition -- Well, actually,  
7 I'll say this. Change is a curse word to most people.  
8 We don't like it, it doesn't feel good.

9 But guess what? Life goes on. You must do it.  
10 We all have been doing it from birth even until this  
11 very moment. So if you don't like change, well, you  
12 probably should stop living at all. So it doesn't feel  
13 that great when we have to do it so let's move forward.

14 I would love to collaborate with Hope parents,  
15 faculty, staff and see what it actually looks like to  
16 have both schools combined at one time because that's  
17 the most important piece of how we can collaborate and  
18 make it happen for both us, you utilizing this space.

19 Thank you.

20 MR. MEDCALF: We'll have Speaker Number 38 and  
21 Number 40, Speakers 38 and 40, in that record.

22 MS. WILBURN: Hello, Everyone. My name is  
23 Kenisha Wilburn. I'm the mother of Thage Wilburn. She  
24 is a four-year-old in pre-K at Wilma Rudolph. She's

1     been there for almost two years now.

2             I understand, I hear a lot of fear coming from  
3     both sides, not knowing exactly what to expect with a  
4     collaboration like this.

5             I think that like, in a form like this,  
6     everyone can air out their concerns and parents can come  
7     together and voice and build something better.

8             Wilma Rudolph doesn't want to come in as  
9     bullies and take over. We really don't. We are all  
10    about our children and providing the best things for our  
11    children and speaking up for our children. But I  
12    understand that Hope also has children here, and they  
13    have needs also.

14            I think that, with the two schools combined,  
15    maybe it will be a great thing. Maybe with two budgets,  
16    maybe the school can get everything that it actually  
17    needs.

18            And I know from being a Wilma Rudolph parent,  
19    we will do everything we need to do to get our kids what  
20    they need. I can be a fund raiser. I can volunteer  
21    work. I mean, some of the parents at Wilma Rudolph may  
22    be electricians. Maybe they'll volunteer their time to  
23    come in and actually help with electricity.

24            We're all about helping and making this



1 transition a positive for everyone.

2 And I understand being a parent of a  
3 four-year-old and being new to this process, but just  
4 being a parent and talking to other parents who have  
5 kids on the autism spectrum, we're all in this together,  
6 we want what's best for your children, and we're going  
7 to speak on it.

8 The more voices that come together, be it from  
9 a charter school or from CPS, we're going to be a loud  
10 force to be reckoned to let you know that our kids are  
11 here, we want what's best for them, we pay our taxes, we  
12 pay for charter schools, we're not going to go quietly.

13 And that's not just for Hope and Wilma. We may  
14 be the start of something new, something that maybe CPS  
15 never thought of before, something charter never thought  
16 of before. This would be an awesome thing as a  
17 beginning as to help kids with disabilities be it on the  
18 autism or medical. We want what's best for them, and  
19 we're going to strive for it.

20 I really think that this should be looked at as  
21 a positive thing. The more we talk to each other, the  
22 smoother this transition will be because you guys want  
23 what's best and we're going to give our kids what's best  
24 be it if we have to fight for it to make sure that

1 things are going good, but this is something I think  
2 that we all should try to come together and make it a  
3 good transition.

4 MS. O'BRIEN: Hi. My name is Isabella, and I'm  
5 13 years old.

6 And at my school here we're required to do  
7 20 hours of service each year, and I've been lucky  
8 enough to go volunteer at Wilma Rudolph School, and it's  
9 great, and I always look forward to volunteering here  
10 because seeing the students and working with them just  
11 brightens up my day and like it makes me feel like so  
12 happy to be there helping them.

13 Also, the staff is really welcoming to me, and  
14 it just feels like a big family and community there, and  
15 it's like so amazing.

16 And I think that if -- that Wilma Rudolph is a  
17 really special place and if this school starts sharing a  
18 campus, it will make a bigger better community.

19 So thank you.

20 MR. MEDCALF: Speaker Number 42. We should have a  
21 42.

22 MS. DACRES: You shouldn't be surprised, Anybody,  
23 that I had to come back up, right?

24 But I really just want to take a moment and say

1 thank you and acknowledge the testimonies, the bravery  
2 and the sharing of a fear unknown.

3 Working with children in the matter, I've got  
4 two of my own, it's hard, right, it is tough, but it's  
5 amazing.

6 But things are really great when you go to  
7 school and you have fabulous parents that come out to  
8 support you, when you have fabulous teachers, when you  
9 have fabulous staff, when you have all of these smiling  
10 faces sitting looking at you in one place.

11 Amy, it was really moving to hear you say  
12 welcome. Thank you. Thank you for making us feel  
13 welcome. It's all very genuine.

14 Rudolph parents are great. I feel comfortable  
15 enough to speak on their behalf and reiterate what they  
16 said. They are willing, they are open.

17 Please talk to each other. We would like you  
18 all to be in a great space.

19 Principal J. and I are open to having  
20 conversations about how we can work together, too.

21 I think, at the end the day, we all have to  
22 agree we do what's best for kids. Kids are different.  
23 Some kids are typical. That is a new word that came in  
24 my vocabulary as principal at Rudolph, what is typical.

1 It's different for all of us.

2 But I thank you, I honor, I knowledge it. I  
3 think it takes guts to get up here and let us know what  
4 we're afraid and what we're not afraid of, and that's  
5 something you have a fabulous AP that we talk about all  
6 the time that fear of the unknown and that change,  
7 right, I know I got to keep doing it, but what does that  
8 look like.

9 So thank you for sharing with that, and we  
10 really appreciate that and really encourage you to speak  
11 and become new friends and be colleagues in a new  
12 support system as parents.

13 So thank you.

14 MR. MEDCALF: At this time we do not have any other  
15 speakers that had signed up, and we are here until 8:00,  
16 and if there's anybody else that would like to speak,  
17 you could sign up at the registration table, and you can  
18 feel free if there's anything that you want to share.  
19 We will be here until 8:00 o'clock.

20 Do not forget that there are folks from ODLSS  
21 that will be at the resource table so that you can ask  
22 questions. ODLSS, actually, we have the chief officer  
23 from ODLSS that is here.

24 So, again, since we have no other speakers that

1 have signed up, we will remain in this space until 8:00  
2 p.m., but you can feel free to be dismissed or to sign  
3 up again.

4 (Whereupon, the above-entitled cause  
5 concluded at 8:00 o'clock p.m.)  
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11 ROBBIN M. OCHENKOWSKI, being first duly sworn,  
12 deposes and says that she is a Certified Shorthand  
13 Reporter in Cook County, Illinois;

14 That she reported in shorthand and thereafter  
15 transcribed the foregoing;

16 That the within and foregoing transcript is  
17 true, accurate and complete and contains all the  
18 evidence which was received and the proceedings had upon  
19 the within cause.  
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ROBBIN M. OCHENKOWSKI, C.S.R  
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